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ABSTRACT

This guide is designed for a one-semester elective course in Afro-American literature for high school juniors and seniors. The approach to the literature is generally by genre. After a statement of philosophy, the guide lists cognitive, affective, and psychomotor objectives for the course; suggests teaching-learning activities concerning readings, class discussions, written or oral presentations, and examinations; gives techniques for assessing students' progress; and outlines available learning resources (print, non-print, and resource persons). An annotated bibliography on Afro-American literature is also provided for the teacher. Appendices include an annotated list of literature by and about Negroes, a list of books to make up a classroom library for the course, and a list of social studies books to aid in teaching Afro-American history. (DD)

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COURSE GUIDE

FOR

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TE 002 121

Evanston Township High School
Evanston, Illinois

1969

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P R E F A C E

Afro-American literature is a one-semester elective course offered by the English Department to juniors and seniors for one-half credit. It meets 55 minutes (three mods) per day and three days per week. The approach to Afro-American literature will be generally by genre, and the emphasis will be on American black writers.

The required texts - all paperback - to be purchased by the students are:

Black Voices, ed. by Abraham Chapman

Three Negro Classics, ed. by John H. Franklin

Autobiography of Malcolm X

The Learning Tree, by Gordon Parks

"Blues for Mister Charlie," by James Baldwin

Why We Can't Wait, by Martin L. King, Jr.

Fairoaks, by Frank Yerby

An African Treasury, ed. by Langston Hughes

Any teacher embarking upon this course should be aware of the wealth of material available and should set aside many hours for reading. For this purpose a bibliography for the teacher is included in Section VI. The majority of the Writing Committee's time was spent in reading, intensively and extensively, as many books by Afro-American writers as time permitted and then evaluating them. The Committee feels that it barely scratched the surface.

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PROPOSED

A STATEMENT OF PHILOSOPHY FOR EVANSTON TOWNSHIP HIGH SCHOOL

The faculty of Evanston Township High School seeks to provide a learning environment in which each student can acquire feelings of adequacy, an attitude of disciplined self-direction, and skills and knowledge for life-long learning in his quest for self-fulfillment.

We believe in the dignity and worth of each student and in his unlimited potential for growth. We believe that experiences which actively engage him in the process of learning and which relate to his interests and abilities are more likely to be meaningful and contribute to growth. The climate of the school should nurture and sustain the inquisitiveness of the student as he searches for and discovers new meanings in the context of his environment. To this end we believe that we should assist each student to discover and extend his interests and talents and provide both the means and opportunities for their expression.

We believe that schooling should be value oriented. The climate of the school should stimulate and support the willingness of each student to be open to all experience, to analyze his beliefs and feelings, and to develop criteria which influence behavior and recognize the rights of his fellowmen. The school community should stress the freedom to inquire, to challenge ideas, and to examine alternatives while valuing the freedoms of others and the discipline of responsible behavior.

We believe that each student should understand the meaning of American democracy and have opportunities in the classroom and school to practice its fundamental tenets. He should acquire an understanding of the ideas, events, and processes which have shaped the evolution of his culture and the cultures of other peoples and to interpret and apply these concepts in his efforts to comprehend and cope with present experience. Therefore, we believe that schooling must be relevant both to the needs of the student and to the community, society, and world in which he lives. Experiences provided in the curriculum should relate to and value the richness and diversity of human experience and inspire each student to seek to improve the condition of mankind, to discover a loyalty which transcends the self and is realized in the common purposes of man.

We believe that each student must understand and adjust to the dynamics of change. He should understand the methods of science and become sensitive to the effect of science and technology upon the individual, the family, and the institutions of society. His total experiences should be planned to facilitate the development of personality and the strengthening of critical thinking powers to enable him to face the future with confidence and to cope with the changing conditions of the psychosocial and physical worlds in which he will interact.

We recognize that the school shares the responsibility for the total development of the student with the family and other agencies of the community. We believe that when communication among all significant persons in the life of the student is fostered his growth is enhanced.

We believe that in the final analysis all learning is personal; it is the product of meanings acquired by the individual as he intereacts in a social setting. To learn to function effectively in that setting, the student must be given the chance to work independently and to set goals and determine the means to achieve them. The student who has acquired the skills of critical thinking, who knows what he ought to do with respect for himself and with reverence for others, and who demonstrates the capacity for self-direction and achievement is likely to attain self-fulfillment and be a contributing member of society.

I. Course Organization

Any of the major themes of literature can be easily related to the discussions presented in the various genre selections. The teachers should have in his grasp a full knowledge of all the material he plans to cover. In this way he can best present his unit by drawing examples from all genre. For this reason longer works are begun immediately. From this major reading assignment the teacher draws the basic class outline and supports it with poems, short stories, etc.

For example, a teacher could assign the reading of the opening sections of Booker T. Washington's Up From Slavery and W. E B. DuBois' Souls of Black Folk, both selections available in Three Negro Classics. These works are chronological records of the growth of two Negro leaders. Therefore, early references are made to the period of slavery and reconstruction. Here, then, the teacher should introduce and emphasize conditions of slavery which are roots of today's Negro revolution. One should immediately see the convergent themes from which he may choose to draw a seminar focus or even a unit theme. Additional information can be presented concerning any of the following points: (1) the stereotyped slavery "Negro," (2) conditions of the plantation, (3) children of slavery, (4) degradation of the male, (5) family structure in the slave "communal," and others. Of course, these points will probably be included in each area discussed, but the course must be flexible enough to allow for themes, ideas, and concepts to be covered as they arise. Additional concepts to be covered should include (1) that every man is a human being and due the respect of every other man, (2) that listening is imperative for the improvement of human relations, (3) that seminar discussions are most successful if everyone contributes ideas and participates fully, (4) that better understanding of people can be learned by reading, studying, and discussing literature, (5) that Afro-Americans have made significant contributions to American literature, and (6) that creating positive images of minority-group members helps all people in shaping of self-concepts. These concepts should be introduced to the student through the various genre: i.e., autobiography, poetry, drama, novel, short story, and literary criticism.

II. Objectives

A. The cognitive objectives of Afro-American literature are:

1. To improve the student's reading skills by requiring close and concentrated interpretation and evaluation of the assigned material

2. To provide sources of information concerning the Afro-American and his feelings as expressed by the Afro-American himself

3. To show the excellence of representative genre of Afro-American literature through discussion and criticism

4. To teach effective discussion techniques as a means to solving some problems in the vital area of human relations

5. To illustrate some of the historical significance of the Afro-American as shown in his literature

6. To develop a better understanding of the variance in language patterns and vocabulary as exhibited in the literature of the Afro-American

7. To encourage students to respond creatively to the literature

8. To encourage insight into mass problems of race differences as depicted in Afro-American literature

9. To develop the student's critical capacities so that he can judge good and bad literature

B. The affective objectives of Afro-American literature are:

1. To foster the desire to read more and with discrimination in the area of Afro-American literature

2. To develop channels of communication which will lead students to respect and understand each other's differences

3. To provide a learning climate in which each student feels free to respond to various stimuli from the literature

4. To encourage students to respond creatively to the literature

5. To develop a sense of pride in the literary achievements of Afro-American writers

6. To help students discover themselves and their differences as they relate to each member of the class

C. The psychomotor objectives of Afro-American literature are:

1. To improve the student's physical writing skills by requiring complete and legible examinations and compositions

2. To improve the student's oral reading skills by requiring students to interpret orally passages from the literature

3. To improve the student's skills in discussion by encouraging total participation--both listening and speaking.

III. Suggested teaching-learning activities

Because the primary purpose of the Afro-American literature course is to present as many representative literary works by Afro-Americans in the various genre as previously indicated, much emphasis is placed on reading. Students are required to read, read, read.

Most of the class discussion, etc., stem from those required readings in each genre as decided by the teacher. Although a basic list has been decided previously, it should be noted that some of the choices are subject to change if the demands of the class and the agreement of the teacher deem such change is profitable to the overall purpose of the course or the specific unit involved at that time. Careful considerations have been given to each literary choice, and the beginning list best meets the needs to accomplish the objectives of the course.

Students will also choose additional reading from supplementary reading sources: (a) An important supplementary reading source is the teacher's office collection of copies of popular Afro-American novels, stories, essays, etc. These materials can be checked out from the office "library" and read upon recommendation by the teacher or by request of students who indicate specific interests. These materials

may be used further as resource or supplementary materials to various subject or content-centered units discussed within a genre or crossing from one genre to another for support. Students may also recommend new titles for this "private" collection specifically for Afro-American literature students. (b) It is unnecessary for resource centers to stock class sets of any of the materials the course includes; however, each resource center librarian is encouraged to increase the number of works by Afro-American writers and perhaps an independent project of some member(s) of the class should be a continuous hi-lighting of Afro-American contributions in the field of literature. (c) Central library, as a part of this project, has revamped and updated the reading lists available to all students. Afro-American literature students make extensive use of this list, as the library staff, in its updating the reading list and upon request of the writers of this course, has specified those works by blacks as an additional part of the thorough list of works entitled Literature By and About Negroes. (See Appendix B)

As the course of study indicates, the reading aspect of the class is in several phases: (1) assigned readings, (2) supplementary recommended reading, and (3) interest level reading. Again, because the major emphasis is discussion, writing assignments, quizzes, and tests are held to a minimum. Students however, are given an opportunity to exhibit skills in writing reactions, responses, and possibly creative writings, all as a result of prepared stimuli. But students know early of the de-emphasis on writing and the emphasis on accumulation of ideas and attitudes as a result of their reading experiences in this course. Seminar contributions and half-group discussions are most important in deciding an evaluative grade for the course. Independent study projects should be encouraged, and these may be completed in the form of term papers or brief research projects, as well as oral presentation projects.

As this Course Guide states earlier, much of the student's progress is determined by the varying manner in which he contributes to the class discussions. Obviously these discussions are not (and should not be) predictable at all times, but as in a traditional situation, most discussions will have a definite focus, and specific goals will have been previously set for that period.

Large group discussions (involving total class participation) are generally teacher-directed to the point that students are able to grasp the significance or major emphasis of literature being studied. These periods can also most benefit from special student reports, symposiums, and the few essential background material presentations. During these sessions a general classroom formality should prevail.

Small group activities center about half-groups and quarter-groups. These groups function in a general seminar sense. Their purposes are to discuss the readings that the students have been assigned. Also an important function of the small group is to provide an opportunity for students to share supplementary reading as well as personal experiences and attitudes. An attempt should be made to divide the class into its smaller groups so as to get a cross-section of student abilities, interests, and attitudes represented in each group. Also the groups make-up should vary when change is effective or necessary.

Each individual student should be encouraged to make at least one special contribution to the group. This may take the form of a book review, a biographical study and report, an assigned report or presentation in a special area, etc. The purpose of the assignment is to give the student the opportunity to exhibit his own leadership skill, as the report, hopefully will end with a discussion of the material with the student as source person or discussion leader. (Many of

these oral presentations result from independent study projects.)

The area of independent study continues to be one of question in the minds of many students. It is hopeful that the list of possible areas of independent study provides proper interest, and together with the class stimuli, students will tackle interesting unassigned projects. Certainly, the teacher should encourage any particular interest that can lead to an independent study project any student may have. These projects are designed to serve also in the area of enrichment, and choices cover such wide areas as the theater, the dance, politics, art, music, sports, etc., all areas in which the black man has made major contributions. Hopefully, these projects become valuable sources for further study in the area.

Writing is and should be an integral part of any class granting English credit; however, because of the extent of reading students are required to perform and the resulting discussions stemming from this reading, writing assignments should be minimal, but very directed. Most papers fall into three areas: (1) impromptu responses, (2) essay examinations, and (3) special individually directed assignments. In each case the student is expected to exhibit a knowledge of basic composition skills, but the greater emphasis naturally is placed on content. (No formal lessons in composition or grammar are taught.) Therefore, a student who writes poorly but grasps the basic concepts of the lesson and expresses an understanding of this material receives comparable complimentary grades.

Opportunities for impromptu responses or reactions occur often, and in this particular course, a student's immediate response in a recorded form can be most helpful in determining attitudinal changes in a short test period within a unit, as well as a general transitional change. These quick ten-minute to perhaps half-hour writing sessions can provide ideas for future class discussions as well as much evidence of affective learning progress. Hopefully, students learn early to be honest and sincere in their responses to various readings and discussions. These are credited, but not all should be graded.

One or two major examinations are essential to the course. Examinations are designed to cover general knowledge and attitudinal changes primarily; thus objective tests would hardly prove beneficial to this purpose. An occasional "pop" quiz on assigned reading can be expected, but only in cases where the class has exhibited a laxity in outside reading preparation should these become frequent.

An extensive written contribution is required of each student. Several alternative choices are to be offered to the student at the beginning of the semester. Additional suggestions for topics will be continuously offered throughout the semester. Certainly, here is another area in which independent study activities can be coupled with required assignments to an advantage. As stated before, form is considered, but the major emphasis is content.

If the class achieves the high level of involvement in the subject matter of the reading which is expected, then the response should be a valuable asset in the area of creative writing. This area should certainly be considered and explored whenever possible. These students should produce some relevant original material, and they are encouraged to write.

Movies, television, magazines, newspapers, and recordings offer valuable aids in presenting interesting background, high-lights, or relevant material to various aspects of the human experiences from which much of the literature of the Afro-American writers has been taken. These audio-visual aids have been explored, and some of the better materials have been catalogued for inclusion in this course. However, these sources serve only as supplementary materials, and stress is placed on their contribution to the understanding of the literature. Some of the

available materials which are used in the class are listed in Section V under Non-Print Resources. Because this list is ever increasing, special attempts are made to constantly review films, television shows, magazine articles, and other sources for helpful current aids.

IV. Suggested evaluation or assessment techniques

Evaluation techniques must be varied to attempt to appraise the student's progress toward all of the objectives of Afro-American literature. In the area of cognitive learning, essay examinations are used to evaluate the student's reading, comprehension, composition, and study skills. Quizzes can be utilized for an immediate check of daily preparation. Expository compositions--impromptu and out-of-class--assess the student's awareness of new sources of information, of an understanding of the variance of language patterns, of his insight into problems of race differences, of the representative genre of Afro-American writers, and of his sense of literary criticism. Awareness of the foregoing will also be seen in the student's performance on examinations.

Participation in seminar discussions appraise the student's grasp of discussion techniques, his development of open channels of communication, his respect for others and their opinions, his understanding of and respect for racial differences, and his insight into himself and Afro-American literature.

Examples of creative writing--poetry, prose, drama, etc. -- suggest how well the student has responded to various stimuli designed for evoking creative endeavors.

Independent study projects and activities appraise partially the student's increased desire to read more widely in the area of Afro-American literature, his newly acquired critical acumen, and perhaps even his ability to work with fellow students on projects done together.

Affective learning is best assessed by non-reactive tests. In observing his students, the teacher can determine if any changes have taken place in student attitudes toward each other, towards themselves, or toward Afro-American literature. Good intergroup relationships can indicate self-discovery and sensitivity. Pride in Afro-American literature is certainly observable by the teacher in the student's examinations, compositions, creative responses, and verbal behavior.

Psychomotor skills are in many cases being evaluated simultaneously with cognitive learning. Involvement and improvement in writing, speaking, and listening are evidence of achievement of psychomotor objectives.

V. Learning Resources

A. Print

1. Required texts - see introduction
2. Supplementary texts
   a. Teacher's collection - see Appendix C
   b. Central Library
   c. Resource Centers
3. Pamphlets: e.g., Life reprints
4. Prepared bibliographies - See Appendix B and D
5. Magazines
   a. Ebony
   b. Negro Digest
   c. The Crisis
   d. Negro American Literature Forum

e. Journal of Black Poetry
f. Black Theatre Issue
g. Kenyetta

6. Newspapers
   a. Chicago Defender
   b. Elijah Speaks
   c. Chicago Daily News (comics)
   d. Chicago Sun-Times (Tuesday supplement)

B. Non-Print

1. Films
   a. Commercial
      (1) "Slaves"
      (2) "Only a Man"
      (3) "Pinky"
      (4) "Hurry, Sundown"
      (5) "Blackboard Jungle"
      (6) "To Sir, With Love"
      (7) "Something of Value"
      (8) "A Patch of Blue"
      (9) "Salt and Pepper"
      (10) "Lilies of the Field"
   b. Educational
      (1) "History of the Negro in America: 1619-1860"
      (2) "History of the Negro in America: 1861-1877"
      (3)"History of the Negro in America: 1877 to Today"
      (4) "Booker T. Washington" (Univ. of Illinois)
      (5) "Burden of Truth" (Univ. of Illinois)
      (6) "Martin Luther King--A Man of Peace" (Univ. of Illinois)
      (7) "Paul Laurence Dunbar: American Poet" (Univ. of Illinois)
      (8) "A Time for Burning" (Univ. of Illinois)
      (9) "USA: The Novel--Ralph Ellison on Work in Progress"

2. Tapes
   a. Video
      (1) Commercial programs
      (2) Classroom activity
   b. Audio

3. Visuals--OH

4. Film strips
   a. The Negro in American History (with a record)
   b. The American Negro: the Quest for Equality
   c. History of the American Negro
   d. Minorities Have Made America
   e. They Have Overcome

5. Recordings
   a. Commercial
      (1) Folk
      (2) Spiritual
      (3) Blues
      (4) Jazz
      (5) Rock
      (6) Soul
   b. Educational
      (1) Anthology of Negro Poetry
      (2) An Anthology of Negro Poetry for Young People

C. Resource persons

1. ETHS Faculty
   a. Mrs. Dorothy Magett--Coordinator of Human Relations
   b. Miss Alice Johnson--Central Library
   c. Miss Jean English--Boltwood Resource Center
   d. Others

2. Guest Speakers
   a. Afro-American Writers; e. g., Gwendolyn Brooks
   b. On Afro-American Writers; e. g., Professor Ken Kinnamon

3. Northwestern University Faculty

4. Northeastern Teachers College Faculty

VI. Teacher's Bibliography (Helpful materials for the teacher)

Baldwin, James. "Blues for Mister Charlie." Dell, New York, 1964.

This three-act play, set in Mississippi, clearly illustrates the powerlessness of the blacks in confronting the white power structure. A white store owner kills a young black, lies under oath, gets witnesses to falsify testimony, and is acquitted by a jury, all of this despite the majority of the town knowing he murdered the man. The play develops several characters and uses a unique setting.

Berek, Peter. "Using Black Magic with the Word on the World." Saturday Review, November 30, 1968, p. 35.

Bone, Robert. "Negro Literature in the Secondary School: Problems and Perspectives." English Journal, April, 1969, p. 510.

-----. The Negro Novel in America. Yale University Press, New Haven, Conn. 1965.

A chronological listing of Negro novels from 1853 to 1952.

Bontemps, Arna. American Negro Poetry. Hill and Wang, New York, 1963.

This poetry collection includes the work of a wide variety of Negro poets. It has a very interesting arrangement, for it appears to develop from the early traditional poetry to the new angry black poetry of soul.

Carmichael, Stokely, and Charles V. Hamilton. Black Power. Vintage, Division of Random House, New York, 1967.

Good reading to gain a perspective of one militant group's thought on the Negro revolution.

Cattle, Thomas. "The Wellesley Incident." Saturday Review, March 15, 1969, p. 67.

Chapman, Abraham, ed. Black Voices. Mentor, New York, 1968.

This anthology includes sections on fiction, autobiography, poetry, and literary criticism plus a long introduction. Selections are good and varied. The book lends itself to comparative studies.

Chapman, Abraham. The Negro in American Literature. Wisconsin Council of Teachers of English, Oshkosh, Wis., 1966.

This pamphlet provides excellent introductory material for teaching a course of this nature--plus it contains an extraordinary bibliography of materials available.

Cleaver, Eldridge. Soul on Ice. Dell Publishing, New York, 1968.

This is intense and powerful writing from a black who speaks from his soul and "tells it like it is." As shocking as it becomes at times, this is a favorite book of many students, and any informed teacher should have this background reading.

Dodds, Barbara. Negro Literature for High School Students. NCTE, Champaign, Ill., 1968.

A pamphlet of this nature is a must in formulating what is available and is good reading for this course. Its arrangement is unique and easy to use; its annotations are most helpful.

Drake, St. Clair. Negro History and Literature. American Jewish Committee, New York, December, 1968.

This is a very helpful annotated bibliography.

Ellison, Ralph. Shadow and Act. Random House, New York, 1964.

This is a series of essays discussing basic human experiences--hopefully in such a way to make symbolic identification with those of other backgrounds possible.

Fair, Ronald. Many Thousand Gone. Harcourt, Brace and World, New York, 1965.

The novel, although brief, gets to the heart of the reader and presents a situation which reveals how close to slavery conditions many Negroes still live.

Franklin, John Hope, ed. Three Negro Classics. Avon, New York, 1965.

This collection includes: Booker T. Washington, Up From Slavery, W. E. B. DuBois, The Souls of Black Folk, and James Weldon Johnson, The Autobiography of an Ex-Colored Man. It is an excellent book for a comparative study.

Frazier, E. Franklin. Black Bourgeoisie. Collier Books, New York, 1957.

Interesting background reading is provided in the area of the rise of the middle class Negro. The book is a resumé of the middle class Negro's ideas and attitudes.

Gross, Seymour L. and John E. Hardy. Images of the Negro in American Literature. University of Chicago Press, Chicago, 1966.

This book is divided into two sections: traditions and individual talents. The first section includes six essays by various writers on the image of the Negro in colonial, the Old South, reconstruction, early Harlem, and twentieth century literature. The second section deals with writers and their treatment of the Negro in their literature including: Melville, Stowe, Twain, Hughes, Faulkner, Welty, Wright, Ellison, and Baldwin.

Hayden, Robert, ed. Kaleidoscope. Harcourt, Brace and World, New York, 1967.

This is an extensive anthology of Afro-American poetry with a good historical introduction. It includes a variety of poets--many contemporary--with biographical sketches of each.

Hill, Herbert. Anger and Beyond: The Negro Writer in the United States. Harper, Row, and Co., New York, 1966.

Here is a collection of essays on American literature including works by Saunders Redding, LeRoi Jones, Arna Bontemps, Ossie Davis, and others.

Hughes, Langston, ed. An African Treasury. Crown Publishers, Inc., Pyramid Publications, New York, 1961.

African writers have been scanned and their works have been compiled into this anthology of articles, essays, short stories, and poetry never previously published in the United States. Biographical notes on the writers are included.

----------, The Best of Simple. Hill and Wang, New York, 1961.

----------, Simple's Uncle Sam. Hill and Wang, New York, 1965.

Humorous reading which provides light background to deep feelings harbored by the Negro concerning ghetto living and life in general.

----------, ed. The Best Short Stories by Negro Writers. Little, Brown and Company, Boston, 1967.

This valuable anthology gives a chronology of stories from 1898 to the present. Included are leading stories by Negro authors, including Dunbar, Bontemps, Wright, Ellison, Baldwin, Fair, and others of lesser fame.

Jones, LeRoi. "The Baptism and the Toilet." Evergreen Press, New York, 1966.

Both of these short one-act plays illustrate Jones' attitude toward religion, sex, love, peer group pressure, etc., in contemporary life. The language is rough.

Jones, LeRoi and Larry Neal. Black Fire: An Anthology of Afro-American Writing. Morrow and Co., New York, 1968.

This long volume (670 pages) is a collection of essays, poetry, fiction, and drama. The plays are all one act (some as short as six pages) with small casts and rugged language. Black-white confrontations are the major concerns of the playwrights: Garrett, Jackson, Patterson, Drayton, Jones, Caldwell, White, and Freeman.

King, Martin Luther, Jr. Why We Can't Wait. Harper and Row, New York, 1964.

This book illustrates Dr. King's excellent skill as an essayist. It gives important build-up for the Negro revolution as it had become at the height of King's career. The book includes the famous "Letter from Birmingham Jail" and concludes with a chapter which offers proposals for a justified conclusion to the struggle.

Littlejohn, David, Black on White: A Critical Survey of Writings by American Negroes. Grossmand Publishers, New York, 1966.

Littlejohn takes a critical look at several writers (Wright, Baldwin, Ellison, etc.) and at the major genre they have used (drama, poetry, novel). He also gives the reader an interesting history of American Negro writers divided, as he sees them, into Before and After Native Son.

Lomas, Louis E. The Negro Revolt. Signet Books, New York, 1962.

This book presents an outspoken, important explanation of the history behind the Freedom Riders, Sit-ins, Prayer Marches, etc., and leads into the development and meaning of the racial protest in America today. Included are chapters on such organizations as NAACP, Black Muslims, representatives of white liberals, black militants, etc. It is excellent reading.

Malcolm X with Alex Haley. The Autobiography of Malcolm X. Grove Press, New York, 1965.

Malcolm X's story is that of a man born out of his time. He speaks the tragic truth with realism and provides an excellent study of the "growth of a man" while doing so. The book is excellent and needs to be read by students, but the reading should be done under the guidance of a mature teacher who has carefully studied the important developments of the man and who can prevent misinterpreting minor issues as major ones.

Margolies, Edward, ed. Native Sons: A Critical Study of Twentieth Century Negro American Writers. Lippincott, New York, 1968.

Following two introductory chapters, a complete chapter is devoted to each of eight major writers and their works. The essays are informative and critical as they give insight into the writer and his work. Authors discussed are William Attaway, Richard Wright, Chester Himes, James Baldwin, Ralph Ellison, Malcolm X, William Denby, and LeRoi Jones.

Negro Heritage Library. Educational Heritage, Inc., New York, 1966. (6 volumes)

Excellent references by several prominent editors on Negro heritage, the Negro's road to freedom, Negro womanhood, emerging African nations and their leaders, and Martin Luther King.

Perkins, Eugene. "Black Writers and the Liberation Movement." Illinois English Bulletin, May, 1969, p. 3.

Redding, Saunders. On Being Negro in America. Bantam, New York, 1964.

Excellent personal essay (book length) in which a Negro novelist expresses the costs and confines of race and the racial experience.

Rexroth, Kenneth. "Uncle Tom's Cabin." Saturday Review, June 11, 1969, p. 71.

Shockley, Ann Allen. "Two Books with Soul: For Defiant Ones." English Journal, March, 1969, p. 396.

Sterling, Dorothy. "The Soul of Learning." English Journal, Feb., 1968, p. 166.

The Negro in America. Hampton Institute, Hampton, Virginia, 1969.

A descriptive syllabus of the courses offered at Hampton Institute. Included is an extensive paperback bibliography.

Warren, Robert Penn. Who Speaks for the Negro? Random House, New York, 1965.

Warren comments on Southern writers' attempts to come to know the Negro and his involvement in the Negro revolution. It is practically a Who's Who's of prominent Negroes.

White, W. L. Lost Boundaries. Harbrace Paperbacks, New York, 1947.

This short novel concerns the problems of a black doctor who "passes" in a New England community. His most serious problems arise when he tells his children of their Negro heritage.

Yerby, Frank. Fairoaks. Pocket Books, New York, 1957.

This historical novel of the Old South deals with the life of Guy Falks as he struggles to regain his rightful inheritance. He leaves his home to make his fortune as a slaver in Africa. Eighteen years later he returns to claim Fairoaks, the family plantation.

----------. The Saracen Blade. Pocket Books, New York, 1952.

This novel, set in the thirteenth century, tells of Pietro--part heretic, part crusader, part knight--and his wanderings and adventures as he crosses Sicily, Italy, France, Germany, Egypt, and the Holy Land.

APPENDICES

Appendix A: Sample Letter to the Student's English Teacher

Appendix B: Bibliography of Literature By and About Negroes

Appendix C: List of Books in the Teacher's Office Collection

Appendix D: Bibliography for Teaching Negro History

APPENDIX A

(A letter similar to this is sent to each student's English teacher.)

Date

To: Student's English Teacher

From: Afro-American Literature Teacher

(Student's Name) is currently enrolled in the one-semester elective course in Afro-American literature. He will earn one-half credit. The class meets mods 8, 9, and 10 on Monday, Wednesday, and Friday. The approach to the course is by genre, and the major emphasis is on reading and discussing various works. One of the major requirements is an independent study project. Works to be studied intensively are:

Three Negro Classics, ed. John H. Franklin

Black Voices, ed. Abraham Chapman

Autobiography of Malcolm X

The Learning Tree, by Gordon Parks

"Blues for Mister Charlie," by James Baldwin

Why We Can't Wait, by Martin L. King, Jr.

Fairoaks, by Frank Yerby

An African Treasury, ed. Langston Hughes

EVANSTON TOWNSHIP HIGH SCHOOL LIBRARY

Literature By and About Negroes

The starred (*) titles are by Negro authors.

810.8 Ad	Adoff, Arnold ed. - Black on Black: Commentaries by Negro Americans. Macmillan, 1968 - Analyses of the American racial dilemma, moving personal experiences and dynamic recommendations for the resolution of racial conflicts.
811.8 Ad	Adoff, Arnold - I Am the Darker Brother. Macmillan, 1968 Collection of modern poems by Negro Americans who agree with Langston Hughes that "You got to take me like I am."
812.8 Mo	Aiken, George - Uncle Tom's Cabin Uncle Tom, faithful slave, his love for little Eva, and his loyalty to the St.Claire family make the plot for this drama showing the evils of slavery.
*812 Ba	Baldwin, James - Blues for Mister Charlie. Dial, 1964 Negroes and white people in a small southern town make the death of a young Negro inevitable.
813 Bo	Bone, Robert - Negro Novel in America. Yale, 1958 Analysis of novels by American Negroes published between 1890 and 1952 with a checklist which rates them.
*811.8 Bo	Bontemps, Anna - American Negro Poetry. Hill & Wang, 1963 Poetry written by Negroes in the last 70 years: Gwendolyn Brooks, Arna Bontemps, James Weldon Johnson, Richard Wright, and others.
*811.03 Bo	Bontemps, Arna - Golden Slippers; Anthology of Negro Poetry for Young Readers. Harper, 1941 - Lyrics and ballads about all the things of which the Negro loves to sing.
812.8 Qu	Boucicault, Dion - The Octoroon Zoe, Octoroon daughter of a plantation owner and a slave, is finally rescued from the clutches of an unscrupulous man.
*811 Br	Brooks, Gwendolyn - Selected Poems. Harper, 1963 Miss Brooks has combined "the special quality of her racial experience with the best attainments of our contemporary poetry tradition."
X810.8 Ca	Cain, Alfred ed. - Negro Heritage Reader for Young People. Educational Heritage, 1965 - Folklore, fables, tall tales, poetry, prose which show the Negro's contribution to America's heritage.
812 Co	Connelly, Marc - Green Pastures. Farrar, 1929 A Louisiana Negro preacher's idea of the story of the Bible.
*811 Cu	Cullen, Countee - Color. Harper, 1925 Countee Cullen's first book of poetry written when he was 23. The color of his race is often the theme.
*811 Cu	Cullen, Countee - On These I Stand: Anthology of Best Poems of Countee Cullen. Harper, 1947 - Selection of the poet's favorite poems.
812 Du	Duberman, Martin - In White America. Houghton, 1964 Continuous narrative of various documents from American history which tell the story of being black "in white America."
*811 Du	Dunbar, Paul - The Complete Poems of Paul Laurence Dunbar. Dodd, 1913 Dunbar writes about the American Negro with humor, sympathy, and honesty.
*811 Du	Dunbar, Paul - Little Brown Baby; Poems for Young People. Dodd, 1940 Twenty-five selections especially enjoyed by children and young people.
*810.8 Em	Emanuel, James - Dark Symphony: Negro Literature in America. Free Press, 1968 Collection of essays, poems, and excerpts from the work of many distinguished Negro authors.
812 Fe	Feibleman, Peter - Tiger Burning Bright. World, 1963 In a poor Negro section in New Orleans, Mama Morris, fierce matriarch, dominates her adult sons and daughter.
811 Cu	Ferguson, Blanche - Countee Cullen and the Negro Renaissance. Dodd, 1966 Conservative in his social and political beliefs, Countee Cullen managed to break through racian boundaries in both academic and publishing circles.
*812 Ha	Hansberry, Lorraine - A Raisin in the Sun. Random, 1959 The courage and strength of a Negro family on Chicago's South Side.

(Over)

Literature By and About Negroes

810.9 Gr — Gross, Seymour ed. - Images of the Negro in American Literature. University of Chicago Press, 1966 - Essays on literature of Negroes with emphasis on their treatment in fiction by non-Negro writers.

810.9 Hi — Hill, Herbert ed. - Anger and Beyond; the Negro Writer in the United States. Harper, 1966 - Essays on history of American Negro literature and psychology and creative strength of the contemporary Negro writer.

810.8 Hi — Hill, Herbert ed. - Soon One Morning. Knopf, 1963
Collection of essays, fiction and poetry by American Negroes from 1940 to 1962.

*398 Hu — Hughes, Langston - Book of Negro Folklore. Dodd, 1958
Animal tales and rhymes, games, spirituals, blues, jazz, modern gospel songs, folk tales, poetry and prose from ante-bellum days to the present.

*817 Hu — Hughes, Langston ed. - The Book of Negro Humor. Dodd, Mead 1966
Panorama of humor including nonsense verses, ballads and songs, stanzas of the Blues, poetry, Harlem party cards, and dialect tales.

*811.8 Hu — Hughes, Langston - New Negro Poets U.S.A. Indiana University Press, 1964
Selections from 37 post-war Negro poets.

*811 Hu — Hughes, Langston - One-Way Ticket; Poems. Knopf, 1948
Collection of poems on Negro subjects; some are lyrics, dirges and dramatic soliloquies.

*811.8 Hu — Hughes, Langston - Poetry of the Negro, 1746-1949; An Anthology. Doubleday, 1949. Stimulating cross-section of the imaginative writing of the Negro.

*811 Hu — Hughes, Langston - Selected Poems. Knopf, 1959
Hughes' poems reflect rhythms of jazz, blues and spirituals, and also joys, accomplishments and bitter realizations of his race.

*817 Hu — Hughes, Langston - Simple's Uncle Sam. Hill & Wang, 1965
Jesse B. Semple of Harlem, U.S.A., comments wisely and wittily on American life today.

*811.8 Jo — Johnson, James Weldon - The Book of American Negro Poetry. Harcourt, 1931
Countee Cullen, Paul Dunbar, Arna Bontemps, Langston Hughes are among the poets whose writings are included.

*811 Jo — Johnson, James Weldon - God's Trombones. Viking, 1927
Inspirational sermons of old-time Negro preachers set down in poetry.

810.9 Li — Littlejohn, David - Black on White: Critical Survey of Writing by American Negroes. Grossman, 1966 - Comprehensive analysis of the whole range of Negro literature--the essay, the novel, poetry, and drama.

*810.8 Lo — Locke, Alain ed. - The New Negro; An Interpretation. Arno Press, 1968
Series of penetrating articles, essays, poems, and stories which were first published in 1925.

810.8 Ro — Rollins, Charlemae - Christmas Gif'. Follett, 1963
Anthology of Christmas poems, songs, stories written by and about Negroes.

812 Sk — Sklar, George - And People All Around. Random, 1966
A moving play about the murder of three Civil Rights workers.

817 St — Sterling, Philip ed. - Laughing on the Outside; The Intelligent White Reader's Guide to Negro Tales and Humor. Grosset & Dunlap, 1965 - Religion, freedom, employment, war, civil rights are some categories included in this anthology.

813 St — Stowe, Harriet Beecher - Key to Uncle Tom's Cabin. Arno Press, 1968
Original facts and documents upon which the famous story was based.

*811 To — Tolson, Melvin - Harlem Gallery; Book I: The Curator. Twayne, 1965
Epic poetry which traces the history of the Negro in Harlem.

810.8 Wa — Watkins, Sylvestre ed. - Anthology of American Negro Literature. Modern Library, 1944 - Short stories, essays, selections from autobiographies of W. C. Handy, James Weldon Johnson, W.E.B. Dubois, Richard Wright, and others.

Biographies

*921 Abb — Ottley, Roi - Lonely Warrior; Life and Times of Robert S. Abbott. Regnery, 1955
Life and times of Robert Abbott, who revolutionized the Negro press in America.

*921 And — Anderson, Marian - My Lord What A Morning; An Autobiography. Viking, 1956
A famous Negro singer writes with a warm and reverent approach to living and to music.

Literature By and About Negroes

*796.34 As — Ashe, Arthur Jr. - Advantage Ashe. Coward, 1967
Story of the young Negro who stormed the exclusive world of tennis to become the U.S. ranking amateur.

921 And — Stevenson, Janet - Singing to the World, Marion Anderson. Encyclopedia Britannica Press, 1963 - Struggles, heartbreaks and successes of one of the world's greatest singers.

921 And — Vehanen, Kosti - Marian Anderson, A Portrait. McGraw, 1941
Personalized picture of the singer by her accompanist who describes her rise to fame and racial prejudice she encountered in her career.

921 AArm — Eaton, Jeannette - Trumpeter's Tale; Story of Young Louis Armstrong. Morrow, 1955 - Career of young Louis Armstrong and development of jazz in America.

*921 Ban — Graham, Shirley - Your Most Humble Servant. Messner, 1949
Benjamin Banneker was the first Negro to receive a presidential appointment and was an assistant in the planning of Washington, D.C.

921 Bec — Felton, Harold - Jim Beckworth; Negro Mountain Man. Dodd, 1966
With other mountain men, Jim Beckworth fought Indians, hunted Buffalo, and traveled thousands of miles through unexplored country.

921 Bet — Holt, Rackham - Mary McLeod Bethune. Doubleday, 1964
A life devoted to the cause of racial equality.

921 Bet — Peare, Catherine - Mary McLeod Bethune. Vanguard, 1951
A great Negro leader overcame Southern prejudice and built an industrial school for her people. Easy

921 Bet — Sterne, Emma Gelders - Mary McLeod Bethune. Knopf, 1957
Story of a little girl, determined to learn to read, who became a teacher, founder of a college, adviser to statesmen, and a great humanitarian.

*921 Bro — Brown, Claude - Manchild in the Promised Land. Macmillan, 1965
The realities of Harlem life in the 1940's and 1950's.

*796.33 Br — Brown, Jimmy - Off My Chest. Doubleday, 1964
Fast-paced career of the quiet fullback for the Cleveland Browns.

*921 Bro — Hinton, Richard - John Brown and his Men. Arno Press, 1968
Biography of the anti-slave zealot by a man who had been part of his Kansas' raiders.

*796.36 Ca — Campanella, Roy - It's Good to be Alive. Little, 1959
Campanella's story beginning in January, 1958, when a tragic accident left him a helpless quadriplegic.

796.36 Sh — Shapiro, Milton - Roy Campanella Story. Messner, 1958
How the famous Negro baseball player became catcher for the National League Dodgers.

*921 Car — Graham, Shirley - Dr. George Washington Carver, Scientist. Messner, 1944
Through his efforts people of the South and all over the world were helped to better ways of living. Easy

921 Car — Holt, Rackham - George Washington Carver: An American Biography. Doubleday, 1943
Unique spirit and accomplishments of an outstanding Negro scientist. Mature

921 Car — White, Anne Terry - George Washington Carver. Random, 1953
Despite poverty and educational barriers, George Washington Carver became a famous scientist and educator.

*921 CLa — Clark, Septima - Echo in My Soul. Dutton, 1962
A dedicated Negro teacher worked for a racially integrated school in Tennessee.

*921 CoL — Coles, Samuel - Preacher with a Plow. Houghton, 1957
An American Negro of slave parentage goes as an agricultural missionary to West Africa.

*921 Dav — Davis, Sammy Jr. - Yes I Can. Farrar, 1965
Story of hardships, stardom, breaks, prejudices all of which have gone into the making of Sammy Davis, Jr.

921 Jon — Day, Beth - The Little Professor of Piney Woods. Messner, 1955
Prof. Laurence Jones created a miracle of hope and education for his people in forgotten Negro communities of Mississippi.

(Over)

*977.31 Gr — Graham, Shirley - Jean Baptiste Pointe de Sable, Founder of Chicago. Messner, 1953 - A Negro from Santo Domingo came to North America in 1764, established himself as a fur trader, and founded the city of Chicago.

*921 Dou — Bontemps, Arna - Frederick Douglass: Slave-Fighter-Freeman. Knopf, 1959 Born a slave, Frederick Douglass dedicated his life to the cause of freedom for all men.

*921 DDou — Douglass, Frederick - My Bondage and Freedom. Arno Press, 1968 A former slave who became a leader of the abolition movement, a friend of Lincoln, and an advisor to presidents.

*921 Dou — Douglass, Frederick - Narrative on the Life of Frederick Douglass, An American Slave. Doubleday, 1963 - A young slave in Maryland became a great man in spite of much suffering in his early years.

*921 Dou — Quarles, Benjamin ed. - Frederick Douglass. Prentice-Hall, 1968 Douglass' own words, views of his contemporaries, and analyses of him by leading historians and political scientists.

*921 Dub — DuBois, William - Autobiography of W.E.B. DuBois. International Pub., 1968 His informed, impassioned writings and activity brought to the fore problems of racial oppression in the 20th century.

921 Dub — Broderick, Francis - W.E.B. DuBois; Negro Leader in a Time of Crisis. Stanford Univ. Press, 1959 - Dr. DuBois' personal life was inseparable from the movement for black liberation in this century.

921 Dun — Cunningham, Virginia - Dunbar and His Songs. Dodd, 1947 Biography of an admirable man and gifted poet.

921 Dun — Gould, Jean - That Dunbar Boy; Story of America's Famous Negro Poet. Dodd, 1958 - In spite of a hard and tragic life, Paul Dunbar wrote gay poetry.

*921 Dun — Dunham, Katherine - A Touch of Innocence. Harcourt, 1959 A famous choreographer, dancer, and anthropologist writes of her girlhood in the Middle West.

921 For — Yates, Elizabeth - Amos Fortune, Free Man. Aladdin, 1950 Moving story of a slave in New Hampshire whose patience and integrity enabled him to purchase his own freedom and to help others on their way to freedom.

921 Gar — Thomas, John - The Liberator: William Lloyd Garrison, A Biography. Little, 1963 - Penetrating biography of the famous abolitionist and a study of the origins of American radical reform.

*921 Gib — Gibbs, Mifflin - Shadow and Light; An Autobiography. Arno Press, 1968 One man's contribution to the development and growth of the West.

*921 Gib — Gibson, Althea - I Always Wanted to be Somebody. Harper, 1958 From Harlem streets to tennis championships at Forest Hills and Wimbledon.

*921 Gre — Gregory, Dick - Nigger, An Autobiography. Dutton, 1964 Autobiography of an entertainer intent on changing the "system" in America.

326 Gr — Griffin, John - Black Like Me. Houghton, 1961 A white man learns what it is like to live the life of a Negro in the South by becoming one.

921 Hay — Helm, MacKinley - Angel Mo' and Her Son, Roland Hayes. Little, 1942 The career of a humble and talented singer.

921 Pea — Angell, Pauline - To the Top of the World; Story of Peary and Henson. Rand McNally, 1964 - Dangers of hardships encountered by Robert Peary and Matthew Henson, his Negro companion, during the 28-year struggle to reach the North Pole.

921 Hen — Miller, Floyd - Ahdoolo! Dutton, 1963 Story of Matthew Henson, faithful and courageous Negro who was Peary's only companion on the final dash to the North Pole.

*921 Hig — Higginson, Thomas - Cheerful Yesterdays. Arno Press, 1968 At end of 19th century, Higginson was identified with such causes as Negro education, women's rights, anti-imperialism, and socialism.

921 Hig — Meyer, Howard - Colonel of the Black Regiment: Life of Thomas Wentworth Higginson. Norton, 1967 - Higginson's greatest achievement was to command the First South Carolina Volunteers, first freed slaves allowed to fight in the Civil War.

921 Sterling, Dorothy - Captain of the Planter. Doubleday, 1958
Sma Robert Smalls, a Negro, fought for freedom in the U.S. Army and talked freedom in meeting halls and churches of the North.

921 Meltzer, Milton - Thaddeus Stevens and the Fight for Negro Rights. Crowell,'67
Ste Stevens led the fight for public education, freedom of fugitive slaves, and abolition of all slavery.

*921 Tarry, Ellen - The Third Door. McKay, 1955
Tar A Southern Negro believes that someday there will be a third door, free from racial designations, through which all Americans will walk in peace and dignity.

*921 Thompson, Eva - American Daughter, Univ. of Chicago Press, 1946
Tho A young Negro worked her way through college and came to Chicago to work and adjust to living on the South Side.

921 Yates, Elizabeth - Howard Thurman; Portrait of a Practical Dreamer. Day, 1964
Thu A grandson of slaves, Howard Thurman spent his life as a minister and teacher.

921 Bernard, Jacqueline - Journey Toward Freedom; Story of Sojourner Truth. Nor-
Tru ton,1967 - At 46, Sojourner Truth set forth to preach her religious faith and to teach against slavery.

921 Pauli, Hertha - Her Name Was Sojourner Truth. Appleton, 1962
Tru Born a slave, Sojourner Truth was famous from the East Coast to the Western frontier as a preacher of God and freedom.

*921 Truth, Sojourner - Narrative of Sojourner Truth. Arno Press, 1968
Tru Born a slave, Sojourner Truth became a champion of women's rights and of prison reform, and fought to improve conditions for working people.

*921 Petry, Ann - Harriet Tubman; Conductor on the Underground Railroad. Crowell,'55
Tub Harriet Tubman helped more than 300 Negroes escape from slavery.

921 Sterling, Dorothy - Freedom Train; Story of Harriet Tubman. Doubleday, 1954
Tub As a conductor on the underground railroad, Harriet Tubman made the dream of freedom come true for her people.

*921 Walker, Thomas - The Honey-Pod Tree; Life Story of Thomas Calhoun Walker. Day,
WaL 1958 - Born in slavery, Thomas Calhoun Walker lived to become a government official in charge of Negro affairs and helped uncounted Negroes find a better life.

*921 Graham, Shirley - Booker T. Washington. Messner 1955
Was Booker T. Washington rose from slavery to become a great teacher and to found Tuskegee Institute. Easy

921 Hawkins, Hugh - Booker T.Washington and His Critics; Problem of Negro Leader-
Was ship. Heath, 1962 - As a great teacher, Booker T. Washington hoped to train his people to be self-sufficient.

921 Spencer, Samuel - Booker T.Washington and the Negro's Place in American Life.
Was Little, 1955 - An influential Negro brought educational opportunity to his people in the South.

*921 Washington, Booker T. - Up From Slavery. Doubleday, 1933
Was How the Negro scientist and educator, often criticized for compromising with whites, struggled to rise above his environment.

921 Cannon, Poppy - Gentle Knight; My Husband, Walter White. Rinehart, 1956
Whi Biography of an inter-racial marriage, of problems and joys accompanying it.

*921 White, Walter - A Man Called White; Autobiography of Walter White. Viking,1948
Whi Life and work of the executive head of the National Association for Advancement of Colored People.

921 Webb, Constance - Richard Wright. Putnam, 1968
Wri Wright's growth as a writer from his Mississippi boyhood to his years as an expatriate in Paris.

*921 Wright, Richard - Black Boy; A Record of Childhood and Youth. Harper, 1945
Wri Moving human record of a Negro's childhood and youth in the South.

*796 Bontemps, Arna - Famous Negro Athletes. Dodd, 1964
Bo Stories of successful careers of Sugar Ray Robinson, Jesse Owens, Willie Mays, Jackie Robinson, and others.

*921 Brawley, Benjamin - Negro Builders and Heroes. Univ.of No.Carolina, 1937
Br Short sketches of prominent Negroes from days of slavery to the present.

*921 Horne, Lena - Lena. Doubleday, 1965
Hor The entertainer's life from her debut at the Old Cotton Club in New York to her great triumphs on television.

*921 Hughes, Langston - The Big Sea, an Autobiography. Knopf, 1940
Hug A poet, novelist and playwright describes his life in Paris and Harlem.

*921 Jackson, Mahalia - Movin' On Up. Hawthorne Books, 1966
Jac Mahalia Jackson, great gospel singer, has devoted her life to singing the good tidings straight from the heart.

921 Farr, Finis - Black Champion; Life & Time of Jack Johnson. Scribner, 1964
Joh The first Negro to win the world's heavyweight championship.

*921 Johnson, James W. - Along This Way, Autobiography of James Weldon Johnson.
Joh Viking, 1933 - Social, political, cultural adventures of a talented and unusual man.

*921 Tarry, Ellen - Young Jim; Early Years of James Weldon Johnson. Dodd, 1967
Joh How one of America's greatest Negro poets overcame adversity by ability and effort.

*921 Keckley, Elizabeth - Behind the Scenes: 30 Years a Slave and Four Years in the
Kec White House. Arno Press, 1968 - Elizabeth Keckley was a devoted companion and seamstress to Mary Todd Lincoln while she lived in the White House.

*921 Bennett, Lerone - What Manner of Man: Biography of Martin Luther King, Jr.
Kin Johnson Pub. 1964 - Life and deeds of Dr. King, who believed that non-violence would bring social reform.

921 Life (Periodical) - I Have a Dream. Time, 1968
Kin Story of Martin Luther King, Jr. in text and pictures.

921 Simon, Paul - Lovejoy; Martyr to Freedom. Concordia, 1964
Lov Story of what one man was willing to do for the cause of freedom.

921 Dillon, Merton - Benjamin Lundy and the Struggle for Negro Freedom. Univ. of
Lun Illinois Press, 1966 - Full-length study of the foremost figure in the American anti-slavery movement before 1830.

326 Malcolm X - Autobiography of Malcolm X. Grove Press, 1965
Ma Malcolm X reveals what it is like to be a black man in white America.

796.36 Shapiro, Milton - The Willie Mays Story. Messner, 1960
Sh Centerfielder for the Yankees, Willie Mays has played remarkable baseball.

*973.92 Morrow, E. Frederick - Black Man in the White House. Coward, 1963
Mo Diary of the first Negro presidential aide who served in the Eisenhower administration from 1955-1961.

921 Sterling, Dorothy - Lucretia Mott: Gentle Warrior. Doubleday, 1964
Mot A woman crusader who fought for rights of Negroes, women, and others denied full citizenship.

*921 Parks, Gordon - A Choice of Weapons. Harper, 1966
Par Story of an American who overcame loneliness, the depression, poverty, and his color to find security and the beginnings of success.

*921 Patterson, Floyd - Victory Over Myself. Geis, 1962
Pat Story of the making of a champion and the making of a man.

*921 Payne, Daniel - Recollections of 70 Years. Arno Press, 1968
Pay Influential in Negro ministry as a bishop in the African Methodist Episcopal Churh and later as first president of Wilberforce University.

921 Hickey, Neil - Adam Clayton Powell and Politics of Race. Fleet, 1965
Pow Highlights of private life and public career of a controversial figure of this century. Mature

796.36 Schoor, Gene - Jackie Robinson, Baseball Hero. Putnam, 1958
Sc High-tempered Jackie Robinson broke the color line in baseball with his brilliant and spectacular playing.

921 Hoyt, Edwin - Paul Robeson; American Othello. World, 1967
Rob Sensitive but objective study of an all-American football hero and internationally acclaimed singer and actor.

*796.32 Russell, William - Go Up For Glory. Coward-McCann, 1966
Ru Development of a great basketball super-star as a man, Negro, and athlete.

(Over)

Literature By and About Negroes

920 Do — Dobler, Lavinia - Pioneers and Patriots: Lives of Six Negroes of the Revolutionary Era. Doubleday, 1965 - Includes Benjamin Banneker, Paul Cuffe, Phillis Wheatley, Peter Salem, Jean Baptiste, and John Chavis.

*C920 Hu — Hughes, Langston - Famous American Negroes. Dodd, 1954
Paul L. Dunbar, Marian Anderson, Jackie Robinson, Booker T. Washington, W. C. Handy are some of the Negroes who have played an important part in American life.

*920 Hu — Hughes, Langston - Famous Negroe Heroes of America. Dodd, 1958
Some of the men and women who have made heroic contributions to the history and culture of the United States.

*780.92 Hu — Hughes, Langston - Famous Negro Music Makers. Dodd, 1955
Stories of American Negroes who contributed to our country's music from spirituals to the blues.

920 Le — Lerner, Gerda - The Grimke Sisters from South Carolina; Rebels Against Slavery
Shocked by what they saw of slavery, two dignified Southern ladies braved censure, ridicule, and mobs.

326 Ri — Richardson, Ben - Great American Negroes. Crowell, 1956
Poets, composers, artists, scientists, athletes, educators--some outstanding Negroes who have followed many professions.

Ref920 Ro — Robinson, Wilhelmena - Historical Negro Biographies. Publishers, 1967
Some of the contributions and achievements that have been made by Negroes.

*920 Ro — Rollins, Charlemae - Famous Negro Entertainers of Stage, Screen & TV. Dodd,'67
Biographical sketches showing contributions to our culture of many Negro entertainers.

*920 Ro — Rollins, Charlemae - They Showed the Way. Crowell, 1964
Forty Americans whose stories bear dramatic witness to the part that Negroes have played in the history of our country. Easy

*920 Si — Simmons, William - Men of Mark: Eminent, Progressive & Rising. Arno Press,'68
Sketches of Crispus Attucks, Robert Smalls, Denmark Veazie, Benjamin Banneker, Paul Cuffee, Booker T. Washington, and others.

920 St — Sterne, Emma - They Took Their Stand. Crowell, 1968
Profiles of 12 courageous people who devoted their lives to the struggle for equal rights.

920 St — Stratton, Madeline - Negroes Who Helped Build America. Ginn, 1965
Biographies of outstanding Negroes who have made contributions to science, education, the arts, industry and politics in America.

Fiction

F AL — Allen, Merritt - Battle Lanterns. Longmans, 1949
Historical novel of the Revolutionary War showing contributions of Negroes in the right for independence. Easy

F Ba — Barrett, William - The Lilies of the Field. Doubleday, 1962
A young man, recently out of the army, stops his trip across the Southwest to help refugee nuns build a church.

F Bo — Bonham, Frank - Durango Street. Dutton, 1965
Rufus Henry becomes leader of the Moors, a teenage gang, and has to decide what to do about Alex Robbins who becomes involved in their lives.

F Br — Breckling, Grace - Walk in Beauty. Scribner, 1955
A young instructor in a girls' college tells of a chain of events which led to her resignation because she did not forestall a tragedy involving two half sisters, one of whom, learning she is part Negro, commits suicide.

F BL — Blanton, Catherine - Hold Fast to Your Dreams. Messner, 1955
In her determination to become a ballet dancer, Emmy Lou leaves Alabama for a= non-segregated school in Arizona. Easy

F Bo — Boles, Paul - Deadline. Macmillan, 1957
George Case, editor of a large southern newspaper is reluctant to take a stand on segregation. After a four-day struggle he at least speaks out, losing his job but regaining his self-respect.

(Over)

*F Bontemps, Anna - Chariot in the Sky; Story of Jubilee Singers. Winston, 1951
Bo The hero is a slave boy from Charleston who seeks an education at Fisk School and helps build the university by singing with the Jubilee Singers. Easy
F Bristow, Gwen - Deep Summer. Grosset, 1937
Br Great Louisiana plantations emerging from wilderness form background for the story.
*F Brooks, Gwendolyn - Maud Martha. Harper, 1953
Br Maud Martha grows up on Chicago's South Side meeting the many restrictions of the white race.
*F Brown, Frank - Trumbull Park. Regoery, 1959
Br A novel set in a housing development in Chicago where a small group of Negro families were subjected to a terror campaign.
SC Clarke, John ed. - American Negro Short Stories. Hill & Wang, 1966
CL Thirty-one stories that provide insight into the inner life, thinking, and aspirations of Negro Americans.
F Coleman, William - The Southern Lady. Little, 1958
Co Douglas Fisher tells of the cruise on which he met the charming Mrs. Langley whom the other passengers call the "Southern Lady." The tragic sequel comes when both admit they have Negro blood.
F Colman, Hila - Classmates by Request. Morrow, 1964
Co A Negro and a white girl develop a friendship and eventually an understanding of one another. Easy
F Courlander, Harold - The African. Crown, 1967
Co Wes Hunu, captured in a slave raid, is shipped to America and sold to a Georgia plantation. He grows to maturity searching for meaning and identity in his life.
F Daniels, Lucy - Caleb, My Son. Lippincott, 1956
Da Portrays conflict within a family as the son participates in agitation against segregation.
F Davis, Julia - Bridle the Wind. Rinehart, 1953
Da Lucy MacLeod lives in self-exile in New York after she helped a fugitive slave escape.
F Deleeuw, Adele - The Barred Road. Macmillan, 1954
De The heroine must overcome prejudices of her family and friends when she makes friends with a Negro girl. Easy
F Douglas, Gilbert - Hard to Tackle. Crowell, 1956
Do A 17-year-old senior has some tough problems to tackle on and off the football field. A capable Negro boy, he is forced to make some hard decisions as he recognizes the selfishness and ignorance behind prejudice. Easy
F Drury, Allen - A Shade of Difference. Doubleday, 1962
Dr A novel about a potentate from an African country who makes trouble for the U.S. in the United Nations as the result of a racial incident in which he was involved.M
*F Edwards, Junius - If We Must Die. Doubleday, 1963
Ed Will Harris comes back from the Korean War to fight ignorance, corruption, and brutality at home. Mature
*F Fair, Ronald - Hog Butcher. Harcourt, 1966
Fa Ten-year-old Wilford is pressured to change his testimony after witnessing the accidental shooting of a friend.
F Fast, Howard - Freedom Road. Duell, 1944
Fa Historical novel set in the reconstruction period in the South when Negroes and Whites worked together in harmony.
F Friermond, Elisabeth - Whispering Willows. Doubleday, 1964
Fr Through friendship with Irene and her family, shy Tess Trumper learns to use her own special talents.
*F Graham, Lorenz - South Town. Follett, 1958
Gr Realistic story of racial tensions and mob violence as automobile mechanic seeks equal wages. Easy
*F Graham, Lorenz - North Town. Crowell, 1964
Gr David Williams and his family face different problems when they move to a northern city. Easy.

*F Graham, Shirley - The Story of Phillis Wheatley. Messner, 1949
Gr Life story of the Negro poetess from the day she was rescued from the Boston slave market until her death in 1784.
F Grau, Shirley - The Black Prince and Other Stories. Knopf, 1955
Gr Short stories of the South that reflect the atmosphere of the region.
*F Harris, Joel Chandler - Nights with Uncle Remus. Houghton, 1911
Ha Myths and legends of the old plantation.
F Hayes, Florence - Skid. Houghton, 1948
Ha Story of a Negro boy who moved from Georgia to Connecticut and found his place through his ability to play baseball. Easy
F Hentoff, Nat - Jazz Country. Harper, 1965
He Tom Curtis is challenged by Negro musicians as he tries to enter the world of jazz.
F Heyward, DuBose - Porgy. Doubleday, 1953
He Story of a crippled beggar in Charleston and of his love for Bess.
F Heyward, DuBose - Mamba's Daughter. Doubleday, 1929
He Mamba seeks to acquire some "white folks" of her own to help her in time of trouble as she tries to protect her daughter and granddaughter.
*SC Hughes, Langston - The Best Short Stories by Negro Writers. Little, 1967
Hu An anthology from 1899 to the present.
*F Hughes, Langston - Langston Hughes Reader. Braziller, 1958
Hu Collection of short stories, plays, poems, excerpts from novels, essays, speeches.
*F Hughes, Langston - Something in Common and Other Stories. Hill & Wang, 1963
Hu Thirty-seven short stories on diverse subjects having in common a deep concern for humanity.
*F Hunter, Kristin - God Bless the Child. Scribner, 1964
Hu Rosie Fleming is determined to make a better life for herself and her family in a Northern city.
*F Hunter, Kristin - The Soul Brothers and Sister Lou. Scribners, 1968
Hu Loretta Hawkins, lovely teenager in a Northern city, learns to be proud of the positive values of black life.
F Jackson, Jesse - Call Me Charley. Harper, 1945
Ja Charley, only Negro boy in an upper middle-class suburb, adjusts to a new way of life. Easy
*F Kelley, William - A Different Drummer. Doubleday, 1962
Ke A crisis develops in a Southern state when all of the Negroes leave. Mature
*F Kelley, William - Dancers on the Shore. Doubleday, 1964
Ke Sixteen sensitively written stories on Negroes.
F Lee, Harper - To Kill a Mocking Bird. Lippincott, 1960
Le The town's attitude toward Negroes is the central theme of this book.
F McCullers, Carson - Clock Without Hands. Houghton, 1961
Ma Actions of two men and two adolescents provide a study of change in Southern mores.
F Marshall, Catherine - Julie's Heritage. Longmans, 1957
Ma The color of Julie's skin didn't matter until she reached high school. Some of her friends became defiant and tough. Julie learned she could do much for her people by using her gifted singing voice. Easy
*F Marshall, Paule - Soul Clap Hands and Sing. Atheneum, 1961
Ma Four short stories of aging men portrayed in four geographical settings.
*F Mather, Melissa - One Summer in Between. Harper, 1967
Ma Experiences of 19-year-old Harriet Brown, a Negro, who works one summer for the Daleys in Vermont.
F Meadowcroft, Enid - By Secret Railway. Crowell, 1948
Mc David Morgan becomes involved in mysteries of the underground railroad when he helps his friend Jim escape. Easy
F Means, Florence - Great Day in the Morning. Houghton, 1946
Me Story of a Negro girl's search for a career. Easy

(Over)

F Means, Florence - Shuttered Windows. Houghton, 1938
Me A girl moved to South Carolina where she finds life is different from that which she was accustomed to in the North. Easy
F Means, Florence - Reach for a Star. Houghton, 1957
Me Toni Deval attends Fisk University where she comes to understand the problems of some of her classmates. Easy
F Newell, Hope - Cap from Mary Ellis. Harper, 1953
Ne Mary Ellis is among first group of Negro students to enter a nursing school. Easy
F Newell, Hope - Mary Ellis, Student Nurse. Harper, 1958
Ne In 2nd year of nursing school Mary faces new crises and makes new friends. Easy
F Norris, Hoke - All the Kingdoms of Earth. Simon & Schuster, 1956
No Preacher Prescott, Negro minister, ignorant of the world outside Crooked Creek but wise in teachings of the Bible and in ways of humanity, touches the lives of his people.
F Owens, William - Look to the River. Atheneum, 1963
Ow A novel describing adventures of a runaway boy who helps an oppressed Negro. Easy
F Owens, William - Walking on Borrowed Land. Bobbs, 1954
Ow A plantation-born Negro becomes a teacher and works as a leader in his community and church.
*F Parks, Gordon - The Learning Tree. Harper, 1963
Pa A young Negro boy grows up in a small Kansas town where he becomes conscious that behavior of the individual Negro affects the community's reaction to all Negroes.
F Parrish, Anne - A Clouded Star. Harper, 1948
Pa An old Negro recounts his experiences with Harriet Tubman, guide on the underground railroad.
F Person, William - New Dreams for Old. Longmans, 1957
Pe A college girl leaves school to manage the family cotton plantation and faces changing social and economic problems of the South as she replaces hand labor with machines.
*F Petry, Ann - Tituba of Salem Village. Crowell, 1964
Pe Moving story of slaves Tituba and her husband John Indian from the day they were sold in the Barbados until the magic Salem witchcraft trials.
F Rylee, Robert - Deep Dark River. Farrar, 1935
Ry Amid under-currents of racial antagonism, Moses, a Negro, is tried for murder, defended by a white woman lawyer.
C F Smith, Lillian - Strange Fruit. Reynal, 1944
Sm Presents a picture of unsolved problems of white and Negro in Georgia. Mature
F Sterling, Dorothy - Mary Jane. Doubleday, 1959
St A school story set in a newly integrated high school where Negro students overcome antagonism, prejudice and ignorance to find friendship and understanding. E
F Stevenson, Janet - Sisters and Brothers, a Novel. Crown, 1966
St Following the Civil War, Angelina Gromke goes South and learns certain new lessons about reality of the slave system and strength and dignity of the slave woman. Mature
F Stowe, Harriet Beecher - Uncle Tom's Cabin
St Story of slavery in pre-Civil War period and of the underground railroad.
F Sumner, Cid - Quality. Bobbs, 1946
Su Pinkey Johnson, almost white Negro girl, returns to the South where she is made to feel black.
F Styron, William - The Confessions of Nat Turner. Random, 1967
St Story of a slave uprising in Southhampton, Virginia, in 1831 told through the dictated confession of its instigator.
F Taylor, Robert - A Journey to Matecumbe. McGraw, 1961
Ta Adventures of Davey, his uncle and a Negro servant as they travel down the Mississippi are told by young Davey. Mature
F Tunis, John - All-American. Harcourt, 1942
Tu A football story centering around two schools and two leaders. Easy

Literature By and About Negroes

*F Vroman, Mary - Harlem Summer. Putname, 1967
Vr John Brown spends a summer in Harlem where he finds a very different community from the one he left in Montgomery, Alabama.

*F Walker, Margaret - Jubilee. Houghton, 1966
Wa Life at time of the Civil War as experienced by Vyry, daughter of a Negro slave and the white plantation owner. Mature

F Whitney, Phyllis - Willow Hill. McKay, 1947
Wh When a government housing project is built at Willow Hill, the community reacts with mob threats, school board controversies and school and newspaper projects. Democracy and constitutional ideas win out. Easy

*F Williams, John - Sissie. Farrar, 1963
Wi Loveless magnificent Negro Sissie has passed on to her children her tenacity and her hate. She has sustained them well, but has done them an almost mortal injury.

F Wilson, Neill - The Freedom Song. Holt, 1955
Wi A Negro slave inspires other slaves to seek freedom but returns to the plantation after the Emancipation Proclamation.

*CF Wright, Richard - Eight Men. World, 1961
Wr Stories of eight men as they react to their situations. Mature

*F Wright, Richard - Native Son. Harper, 1940
Wr Stark and realistic novel of a frustrated Negro whose resentment of life is expressed by violence and murder.

F Young, Jefferson - A Good Man. Bobbs, 1953
Yo A Mississippi tenant farmer paints his house white as a symbol of self-respect and decent living. Mature

APPENDIX C

Classroom (Teacher's Library for Afro-American Literature)

All of the books listed below are available in paperback and should be easily accessible for ready reference and reading for Afro-American literature students.

Ardery, R.	African Genesis
Baldwin, James	The Fire Next Time
	Go Tell It on the Mountain
	Nobody Knows My Name
	Another Country
Botkin, B. A.	Lay My Burdens Down
Breitman, George	Malcolm X: The Man and His Ideas
Brooks, Gwendolyn	Selected Poems
	In the Mecca
Brown, Claude	Man Child in the Promised Land
Brown, Sterling	Negro Poetry and Drama
Cable, George W.	Old Creole Days
Cleaver, Eldridge	Soul on Ice
Cronin, E. David	Black Moses
Cullen, Countee	The Black Christ
Douglas, Frederick	Narrative of the Life of Frederick Douglas
Duberman, M. B.	In White America
Du Bois, W. E. B.	John Brown
Ellison, Ralph	Invisible Man
	Shadow and Act
Forrester, C. S.	The African Queen
Fairbairn, Ann	Five Smooth Stones
Gilden, K. B.	Hurry Sundown
Gillette, Paul and Tillenger, E.	Inside Ku Klux Klan
Gregory, Dick	From the Back of the Bus Nigger
Griffin, John H.	Black Like Me
Himes, Chester	If He Hollers Let Him Go
	The Primitive
	Cotton Comes to Harlem
Hughes, Langston	African Treasury
	The Big Sea
	The Best of Simple
	Fight for Freedom
Huie, William Bradford	The Klansman
Hunter, Evan	Blackboard Jungle
Johnson, James Weldon	God's Trombones
Jones, LeRoi	Dutchman and Slave
	Blues People: Negro Music and White America
Killens, J. O.	And Then We Heard The Thunder
Lee, Harper	To Kill a Mocking Bird
Lincoln, Eric	Black Muslims in America
Lomax, Louis	Negro Revolution
	When the Word Was Given
McCullers, Carson	Clock Without Hands
	Member of the Wedding
McKay, Claude	Home to Harlem
Paton, Alan	Cry, the Beloved Country

Peck, James	Freedom Ride
Ruark, Robert	Something of Value
	Uhuru
Schweitzer, Albert	African Notebook
Smith, Lillian	Strange Fruit
Stowe, Harriet B.	Uncle Tom's Cabin
Vernon, Robert	Black Ghetto
Wallace, Irving	The Man
Waters, Ethyl	His Eyes Is on the Sparrow
Williams, Robert	The Man Who Cried I Am
	Sissie
	Negroes With Guns
Wise, Carolyn	Sidney Poitier: A Long Journey
Wright, Richard	Native Son
	Black Boy
	Uncle Tom's Children
	White Man, Listen
Yerby, Frank	Floodtide
	Pride's Castle

APPENDIX D

Social Studies Department — Evanston Township High School

Aids for Teaching Afro-American History

The following books have been purchased by the Social Studies Department and are in resource centers or the Book Room.

Author	Title	Copies	Location
Allen and Howland	Africa South of the Sahara	24	RC
" " "	Southwest Asia and North Africa	24	RC
American Ed. Press	Africa	35	BR
" " "	Negro Views of America (Harvard Series Unit Bk)	400	
Ames	The Negro Struggle for Equality in the 20th Century	40	RC
Associated Press	Negro History Study Kit	1	Office
Barnes	The Anti Slavery Impulse	60	
Bennett	Before the Mayflower	60	RC
Bohannen	Africa and the Africans	30	BR
Chapman (ed.)	Black Voices	40	RC
Conat	Rivers of Blood, Years of Darkness	40	
Coughlin	Tropical Africa	104	
Cuban	The Negro in America	278	
Current (ed.)	Reconstruction	16	RC
Curtin	African History (for teachers)	10	BR
Dostert	Africa 1968	16	RC
Drimmer	American Slavery as a Social Institution	12	RC
Dumond	Anti-Slavery Origins of the Civil War	13	
Feder	What Were the Causes of the Civil War?	88	RC
"	What Was the Nature of Southern Reconstruction?	88	RC
Fein	An Economic and Social Profile of the Negro American	20	
Fishel and Quarles	The Negro American: A Documentary Story	40	RC
Fleming	Africa and Its People	20	RC
Franklin	From Slavery to Freedom	20	RC
Goldwin, et. al	100 Years of Emancipation	15	
Harlan	The Negro in American History (for teachers)	10	BR
Heatch	Africa	12	RC
Hentaff	Our Children Are Dying	8	
Hoover (ed.)	Understanding Negro History	10	BR
Hughes	African Treasury	24	RC
Jay	Emerging Africa	306	
Katz	Eyewitness: The Negro in American History	80	RC
Kayira	I Will Try	16	
Kimble and Stell	Tropical Africa Today	100	
Lengyel	Africa in Ferment	232	
Life Reprint	"The Hard Reality of Freedom"	100	BR
" "	"Cycle of Despair"	100	BR
" "	"Mobilization of Black Strength"	100	BR
" "	"Separate Path to Equality"	100	BR
Lincoln	The Negro Pilgrimage in America	60	
Lomax	The Negro Revolt	20	
Mandelbaum	The Social Setting of Intolerance	116	
McKitrick (ed.)	Slavery Defended	16	RC

Montagu	What We Know About Race	20	
Murphy and Elinson	Problems and Prospects of the Negro Movement	32	
New York Times	The New French Africa	54	
Oliver (ed.)	The Dawn of African History	16	RC
"	The Middle Age of African History	16	RC
Oxford Books	The Negro in American History (2 vols.)	140	RC
Parker	Civil Liberties	83	
Paton	Tales from a Troubled Land	16	RC
"	Too Late the Phalarope	16	RC
Quarles	The Negro in the Making of America	8	
Rand McNally	The American Negro	60	
Rosberg	Africa and the World Today	186	
Salkever	Africa: Sub-Saharan	100	
Scholastic	The Negro in American History (2 vols.)	140	RC
"	Which Way to Equality (multi-media)	144	RC
"	The Roots of Prejudice	144	RC
Silberman	Crisis in Black and White	8	
Singleton	Africa in Perspective	72	RC
Springboards	Negro in American History Program	1 set	BR
Stampp	The Causes of the Civil War	44	
"	The Peculiar Institution	40	RC
Starr	Human Rights in the U. S	35	
Thomas	Slavery Attacked	16	RC
Vandercook	Black Majesty	20	RC
Wade	The Negro in American Life	100	
Walker	Jubilee	40	
Wallbank	Contemporary Africa	46	
Washington	Up From Slavery	24	
Washington Square Press	The Negro in the City	10	BR
"	Civil Rights and Civil Liberties	10	BR
"	Poverty and the Poor	20	BR
Weinstein and Gatell (eds.)	American Negro Slavery	20	RC
"	What Direction for the Negro in America	32	
"	What Was the Nature of Southern Reconstruction	32	
Wish (ed.)	The Negro Since Emancipation	62	RC
Woodward	The Strange Career of Jim Crow	59	
No author	Civil Rights and Civil Strife	200	RC